

Stone Academy

115 Randall Street
Greenville, SC 29609

Grades	PK-5 Elementary School	
Enrollment	512 Students	
Principal	Ed Holliday	864-355-8400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	24	5	0	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No
2006	Good	Unsatisfactory	No

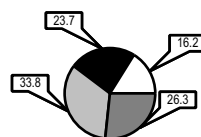
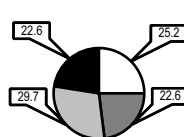
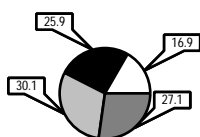
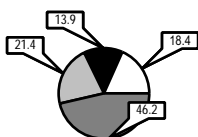
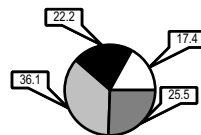
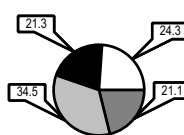
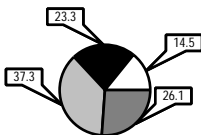
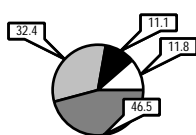
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	282	97.9	17.9	21.0	46.9	14.1	72.1	Yes	Yes
Gender									
Male	110	95.5	27.6	24.5	41.8	6.1	62.2	N/A	N/A
Female	172	99.4	12.2	18.9	50.0	18.9	78.0	N/A	N/A
Racial/Ethnic Group									
White	178	98.9	5.8	18.5	56.1	19.7	87.3	Yes	Yes
African American	93	96.8	44.3	26.6	27.8	1.3	39.2	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	242	99.6	14.4	21.4	48.5	15.7	75.1	N/A	N/A
Disabled	40	87.5	42.4	18.2	36.4	3.0	51.5	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	97.9	17.9	21.0	46.9	14.1	72.1	N/A	N/A
English Proficiency									
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	98.2	17.9	21.0	46.7	14.4	72.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	88	95.5	48.1	28.6	22.1	1.3	33.8	Yes	Yes
Full-pay meals	194	99.0	5.4	17.8	57.3	19.5	88.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	282	98.9	16.0	30.4	27.4	26.2	69.2	Yes	Yes
Gender									
Male	110	97.3	18.4	31.6	26.5	23.5	64.3	N/A	N/A
Female	172	100.0	14.5	29.7	27.9	27.9	72.1	N/A	N/A
Racial/Ethnic Group									
White	178	99.4	6.3	21.3	35.1	37.4	86.8	Yes	Yes
African American	93	97.8	38.0	49.4	10.1	2.5	31.6	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	242	100.0	12.2	31.4	29.3	27.1	72.5	N/A	N/A
Disabled	40	92.5	41.2	23.5	14.7	20.6	47.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	98.9	16.0	30.4	27.4	26.2	69.2	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	98.9	15.9	29.8	27.5	26.7	69.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	88	97.7	41.0	43.6	10.3	5.1	30.8	Yes	Yes
Full-pay meals	194	99.5	5.4	24.9	34.6	35.1	85.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	282	99.6	25.2	29.7	22.6	22.6	45.1
Gender							
Male	110	99.1	31.7	23.8	20.8	23.8	44.6
Female	172	100.0	21.2	33.3	23.6	21.8	45.5
Racial/Ethnic Group							
White	178	100.0	9.7	28.6	29.7	32.0	61.7
African American	93	100.0	58.0	34.6	4.9	2.5	7.4
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	242	99.6	21.0	31.0	24.0	24.0	48.0
Disabled	40	100.0	51.4	21.6	13.5	13.5	27.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	99.6	25.2	29.7	22.6	22.6	45.1
English Proficiency							
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	24.9	29.9	22.6	22.6	45.2
Socio-Economic Status							
Subsidized meals	88	100.0	56.3	32.5	6.3	5.0	11.3
Full-pay meals	194	99.5	11.8	28.5	29.6	30.1	59.7

Social Studies							
All Students	282	99.6	16.2	33.8	26.3	23.7	50.0
Gender							
Male	110	99.1	22.8	27.7	23.8	25.7	49.5
Female	172	100.0	12.1	37.6	27.9	22.4	50.3
Racial/Ethnic Group							
White	178	100.0	5.7	29.1	30.9	34.3	65.1
African American	93	100.0	37.0	45.7	16.0	1.2	17.3
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	242	99.6	12.7	34.9	25.3	27.1	52.4
Disabled	40	100.0	37.8	27.0	32.4	2.7	35.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	99.6	16.2	33.8	26.3	23.7	50.0
English Proficiency							
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	15.7	33.7	26.8	23.8	50.6
Socio-Economic Status							
Subsidized meals	88	100.0	38.8	42.5	15.0	3.8	18.8
Full-pay meals	194	99.5	6.5	30.1	31.2	32.3	63.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	97	100.0	9.6	14.9	44.7	30.9	75.5
	4	78	98.7	21.3	28.0	45.3	5.3	50.7
	5	93	98.9	19.1	38.2	38.2	4.5	42.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	96.9	14.8	11.4	45.5	28.4	73.9
	4	101	98.0	16.0	25.5	48.9	9.6	58.5
	5	83	98.8	23.8	26.3	46.3	3.8	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	97	99.0	7.5	31.2	37.6	23.7	61.3
	4	78	100.0	23.7	27.6	26.3	22.4	48.7
	5	93	100.0	21.1	26.7	25.6	26.7	52.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	96.9	6.9	37.9	28.7	26.4	55.2
	4	101	100.0	20.8	20.8	33.3	25.0	58.3
	5	83	100.0	20.0	33.8	18.8	27.5	46.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	97	100.0	12.8	28.7	42.6	16.0	58.5
	4	78	100.0	25.0	34.2	23.7	17.1	40.8
	5	93	100.0	26.7	24.4	25.6	23.3	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	23.3	32.2	24.4	20.0	44.4
	4	101	100.0	27.1	31.3	21.9	19.8	41.7
	5	83	98.8	25.0	25.0	21.3	28.8	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	97	100.0	6.4	28.7	36.2	28.7	64.9
	4	78	100.0	27.6	31.6	22.4	18.4	40.8
	5	93	100.0	24.4	31.1	25.6	18.9	44.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	13.3	27.8	34.4	24.4	58.9
	4	101	100.0	17.7	35.4	28.1	18.8	46.9
	5	83	98.8	17.5	38.8	15.0	28.8	43.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 512)				
First graders who attended full-day kindergarten	100.0%	No change	98.9%	100.0%
Retention rate	0.8%	Down from 2.2%	1.7%	2.8%
Attendance rate	96.9%	Up from 96.7%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%	Up from 0.4%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%	Up from 0.0%	0.6%	0.0%
Eligible for gifted and talented	32.5%	Down from 36.3%	21.8%	10.4%
On academic plans	21.1%	N/AV	21.8%	33.6%
On academic probation	14.8%	N/AV	1.1%	1.0%
With disabilities other than speech	6.4%	Up from 5.4%	6.4%	7.5%
Older than usual for grade	0.2%	Down from 0.4%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	48.6%	Up from 44.1%	56.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	6.7%	Up from 3.7%	0.0%	0.0%
Teachers returning from previous year	84.1%	Down from 86.4%	89.5%	87.3%
Teacher attendance rate	92.7%	Down from 95.1%	95.4%	94.9%
Average teacher salary	\$40,802	Down 1.6%	\$43,730	\$42,485
Prof. development days/teacher	11.5 days	Up from 9.3 days	11.9 days	13.3 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.5 to 1	19.5 to 1	18.6 to 1
Prime instructional time	88.1%	Down from 90.8%	90.9%	89.7%
Dollars spent per pupil*	\$6,239	Up 9.7%	\$6,239	\$6,557
Percent of expenditures for teacher salaries*	62.6%	Up from 61.2%	66.4%	64.0%
Percent of expenditures for instruction*	68.2%		71.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stone Academy is an inner city Arts Magnet School of 525 students that serves a downtown neighborhood assigned to the school and students from across the district who apply to attend. Approximately 31% of students qualify for free/reduced price lunch, 46% are magnet students and approximately 40% of students in grades three, four, and five qualify for Challenge.

We continued addressing our multi-year goals for continuous school improvement. These goals, based on data analysis, are listed below. Strategies and action plans for implementing these goals are too detailed for inclusion in this document, but are available on the Stone Academy website: <http://www.greenville.k12.sc.us/stone/geninfo/quality.asp>

Goal 1: Improve the reading and writing achievement of all students across grade levels and demographic groups.

Goal 2: Improve the math achievement of all students across grade levels and demographic groups.

Goal 3: Improve technology skills of students, teachers, and parents for increased student achievement, communication and life-long technological skills.

Goal 4: Improve communication, parent involvement and parent understanding to improve student achievement.

Our focus for the 2005-06 school year was improving writer's workshop in graded K-5th. Teachers in grades K-2nd received the complete set of Units of Study for Primary Writing: A Year Long Curriculum by Lucie Calkins. Third through fifth grade teachers received Nancie Atwell's Lessons that Change Writers. Marcia Daft and Sandy Lyne of the Kennedy Center did daylong in-services with primary and intermediate teachers, respectively, in August on teaching students to write. Teachers met monthly in primary and intermediate grade-level groups to share and reflect on student writing and implementation of these writing programs. The success of this effort was evidenced by student writing published. This year 27 Stone students were published or received honorable mention in the Greenville News Kids Page, and 18 were published in a national anthology Celebration of Young Poets.

Measures of Academic Progress (MAP) an online norm-referenced achievement test, was administered to all 3rd-5th grade students in the fall and again in March to measure academic growth. Pearsons SuccessMaker software was implemented second semester to support math and language arts instruction.

The school-wide instructional focus was Connections. The annual school-wide production was an original script that featured this theme and showcased music, drama, and dance.

Stone maintained its designation by the South Carolina Arts Commission as an Arts in the Basic Curriculum Advancement Site.

Ed Holliday, Principal
Savita Nair & Jeff Beacham, SIC Co-Chairs

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	70	45
Percent satisfied with learning environment	94.1%	85.3%	91.1%
Percent satisfied with social and physical environment	97.1%	92.8%	95.6%
Percent satisfied with school-home relations	100.0%	88.4%	88.6%

*Only students at the highest elementary school grade level at this school and their parents were included.